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ABSTRACT

This document provides an overview of a family literacy demonstration project conducted to offer family literacy classes in three public schools in Philadelphia. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The whole-language, learner-centered approach was used. Background materials included in this document include the following: description of the instructional model and the correspondence of instruction to the Philadelphia School District's kindergarten and first grade curricula (depicted in an extensive grid) and a bibliography listing 67 recommended children's books; 27 resources for parents and educators; 7 resources for educators, 15 resources related to adult themes; and 5 family literacy resources. (KC)

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ED 372 292

PARENTS, CHILDREN AND LEARNING

A FAMILY LITERACY CURRICULUM to Support Parents of Children in Kindergarten and First Grade

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Part One

Background Materials

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Acknowledgments

This manual was developed as part of the Center for Literacy's Family Literacy Demonstration Project funded by the National Institute for Literacy. The educators who worked on the project were Joanna Carty, Roslyn Don, Vanessa Watson-Martinez and Monty Wilson. Ros and Vanessa taught classes for parents during the school year. Joanna and Monty joined the team for the summer learning camps. All of their efforts are reflected in Parents, Children and Learning.

Dorothy Miller-Clemmons, the first family literacy coordinator, planned and supported the early part of the project. When Dorothy left, Debra Cherkas took over as the coordinator. Her efforts were particularly important in planning and implementing the summer program.

Alisa Belzer, the program evaluator, went far beyond the requirements of her role in the project. She encouraged the staff to continue in its struggle to define family literacy and supported their efforts to meet the needs of parents in the program. Kathy Luna worked as evaluator over the summer supporting staff with her insights and suggestions.

Catherine DeLong Smith and Yvette Walls shared their instructional ideas and editorial insights.

Rose Brandt, director of educational planning, played a key role in helping staff to explore ways to mirror the kindergarten and first grade curricula and in finalizing these curriculum materials.

JoAnn Weinberger, executive director, worked with the project from the initial planning through to the completion of the final report and curriculum materials.

The principals and staff of the William Dick, William B. Mann and the General Philip Kearny Elementary Schools welcomed us into their schools and assisted us in many ways. Over the summer their facilities and materials made the days more pleasurable.

Special thanks to the parents and children at William Dick, William B. Mann and General Philip Kearny Schools who participated in the classes. It was their program and their commitment is reflected in these pages.

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Overview of the Program

The Center for Literacy's (CFL) Family Literacy Demonstration Project was funded by the National Institute for Literacy to offer family literacy classes in three public schools in the Philadelphia School District. Instruction was offered in two phases, from January through June, for parents and in July, for parents and children together.

The goals of the first phase of the Family Literacy Demonstration Project were to provide instruction to help adults meet their needs and to enable them to support their children's learning. The instructional program for the adults mirrored the kindergarten and first grade curricula of the Philadelphia School District. For example, in the first grade curriculum, children learn the importance of sequence of events in a story. In CFL's program, parents identified sequence of events in an adult story, and then they looked at children's book and identified the sequence of events in those books. Next the adults engaged in a writing activity, beginning with mapping the sequence of events for their own stories. Finally, the parents made and tried out sequencing games to use with their children.

The second phase of the project brought parents and children together to engage in hands on learning experiences. The activities were designed to be open ended and encourage questioning and exploration. The materials used for the activities were readily accessible which meant that parents were able to continue the activities at home with their children. There was also separate time for instruction for parents and snack time, play time and story time for children. Part of the adult instructional time was spent discussing children's learning. This happened naturally since it followed the time they spent with their children. The remainder of the adult time was based on the mirroring approach used in the school year program.

The program was conducted in three schools selected through a competitive proposal process. Each school provided classroom space, access to computers and, in one case, childcare for young children of participants. Kindergarten and first grade parents were specially targeted because parents of children at those ages are highly motivated to gain the literacy skills necessary to help as their children begin school.

Philosophy

The Center for Literacy uses a whole language, learner-centered approach to instruction. In whole language instruction, reading and writing activities are active and involve making meaning. The materials read or written are authentic, related to learners' lives. Math is taught holistically using learners' everyday experiences and needs. Learner-centered instruction responds to the needs and interests of the participants. It encourages learners to take control of the content and process of learning.

CFL's experience is that most adults who have children express an interest in supporting their children's learning. This project was planned to enable parents to take a more active role in their children's learning. It was felt that a family literacy program based on the kindergarten and first grade curricula and located in the school would be relevant to learners' goals, provide information which learners could apply immediately with their children and be convenient for parents dropping off or picking their children up from school. The summer program was intended to help parents and children learn together and to give parents an opportunity to become more aware of how their children learn.

Implementation

Phase One

Parents were recruited by school staff particularly principals and home and school coordinators. Workshops were offered to present the idea of the program to potential participants. Flyers were sent home and posters were hung in schools. Presentations were made a parents' meetings and the adult teachers met and spoke with parents in the halls as they dropped off their children.

The classes were held for 2.5 hours four days a week. The student population ranged from single mothers, to married women and grandparents; from school dropouts, to high-school graduates, to college

educated. This large cross section of participants required a variety of approaches and teaching styles.

While recruitment was focused on parents of kindergarten and first grade children, parents who came to the class also had other children whose needs they wanted to address. In addition, word of mouth brought participants with children of other ages into the program.

Phase Two

Parents who had participated in the school year program were given first preference for participation in the Summer Learning Camp. After it was clear that there was still space available, registration forms were sent home with kindergarten and first grade children.

Staffing was increased from one teacher for phase one to three teachers for the summer program. This level of staffing was necessary for supporting the learning station model being used with parents and children together and even more so for providing safe supervision of children during play time when parents and children were engaged in separate activities.

Using the Materials

Parents, Children and Learning is intended to be used to help parents meet their own educational goals and support their children's learning.

The curriculum consists of three parts.

- Part One, Background Materials, provides an overview of the program and specifics on the instructional model and the correspondence of instruction to the Philadelphia School District's kindergarten and first grade curricula.
- Part Two contains instructional materials for use with parents. These materials were used during the school year and in the parents'

portion of the summer program. The adult activities address the following:

Theme 1 An Exploration of Patterns
Theme 2 Sequencing
Theme 3 Home Budget and Money Math
Theme 4 Fractions and Manipulative Objects
Theme 5 Percents and Probability
Theme 6 Categorizing
Theme 7 Science Explorations
Theme 8 Family Histories
Theme 9 Family Writing
Theme 10 Child Development

- Part Three contains the activities used with parents and children together in the summer program. It contains the following:

Beginning Unit
Parent's Handout
No Cook Play Dough
Documentation Through Pictures
Building Blocks
Paints
Storytelling
Interconnecting Blocks

Aquatic Unit
Parent's Handout
Fish Mobiles
The Shell Game
Sink or Float Boat Making
Crayon and Watercolor Fish
Aquatic Trip Sheet

Hands on Learning Unit
Parent's Handout
Body Pictures
The Butterfly
Junk Sculptures
The Money Game

Farm Unit
Parent's Handout
Making Butter
Bean Collages
Animal Masks
Farm Scavenger Hunt

Recreation Unit

Parent's Handout
Balance Scale
Sense Boxes
Differently Abled Activities

The materials in Parents, Children and Learning are meant to be used as presented or adapted according to the needs of individual learners and programs.

Mirroring the Kindergarten and First Grade Curricula Scope and Sequence Grid

The following grid shows the correspondence of Parents, Children and Learning to the Philadelphia School District's Kindergarten and First Grade Curricula.

Kindergarten and First Grade skills are listed to the left of the grids.

Adult lessons line the top of the grid. Correspondence with the curricula is marked with a bullet•.

Summer lessons are listed along the bottom of the grid. Correspondence with the curricula is marked with an asterisk*.

Lessons are represented by the numbers below:

Adult Lessons

1 Exploration of Patterns
2 Sequencing
3 Home Budget and Money Math
4 Fractions and Manipulative Objects
5 Percents and Probability
6 Categorizing
7 Science Exploration
8 Family Stories
9 Family Writing
10 Child Development

Summer Camp Lessons

1 Playdough
2 Documentation Through Pictures
3 Building Blocks
4 Paints
5 Storytelling
6 Interconnecting Blocks
7 Fish Mobiles
8 Shell Game
9 Sink and Float
10 Crayon and Watercolor
11 Body Parts
12 Butterfly
13 Junk Sculptures
14 The Money Game
15 Making Butter
16 Bean Collages
17 Animal Mask
18 Balancing Scale
19 Sense Boxes
20 Differently Able

Note: Field trips and accompanying scavenger hunt sheets are not included in the grid, although these do cover skills listed in the curricula.

KINDERGARTEN CURRICULUM

Reading	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Recite name clearly		•						•	•		•									
Listen and understand simple directions	•	•	•	•		•	•		•											
	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	
Participate in conversation with adults and peers	•	•	•	•	•	•	•	•	•	•										
	•	•			•			•	•	•		•				•		•	•	
Understand books as resources and for enjoyment	•	•				•	•	•	•											
					•					•										
Listen to and appreciate,stories, poems, jingles,dramatization, fingerplays and nursery rhymes	•	•				•		•												
					•					•										
Create paintings and drawings as a prewriting activity								•	•											
				•						•										
Develop handedness	•	•	•	•		•	•	•	•											
	•	•	•	•		•	•			•	•	•	•		•			•	•	•
Participate in auditory and visual perception/memory exercises	•	•	•	•		•	•	•	•											
		•			•									•						
Develop hand-eye coordination	•	•					•	•	•											
	•		•			•	•	•		•	•	•	•		•	•	•	•	•	•
Identify colors and shapes	•	•		•		•	•													
	•	•	•	•	•	•	•	•		•	•	•	•			•	•			
Listen to and recognize rhyming words	•	•				•														
					•															
Compose language experience stories with the class		•					•	•	•	•										
		•		•					•	•			•		•		•			
Interpret an experience through dramatic play		•					•	•		•										
					•												•			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Reading	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Begin letter recognition	•	•			•	•			•											
Describe concrete objects			•			•	•	•	•				•					•	•	
Listen and discriminate speech and environmental sounds	•	•	•		•	•	•	•	•	•										
Enunciate clearly	•	•	•			•	•	•	•	•			•		•			•		
Read own name	•	•						•	•	•	•									
Acquire directionality,e.g. left, right, up, down,top, bottom	•	•	•			•	•													
		•	•	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•
Express need by speaking in sentences	•	•					•	•	•											
	•			•			•			•			•	•	•	•	•		•	•
Dictate as teacher records, stories, letters and poems		•					•	•	•											
		•		•					•	•			•		•		•			
Trace and form manuscript letters on unlined paper or chalkboard	•					•			•	•										
Comprehension Skill: Classification	•	•	•	•		•	•	•												
			•			•	•	•	•		•			•		•	•	•	•	
Begin manuscripting own name on unlined paper	•							•	•											
Handle a book with ease and look at pages from left to right and top to bottom	•	•				•	•	•	•											
					•					•										
Appreciate both oral and written language	•	•	•			•	•	•	•											
		•			•					•			•							
Interpret pictures orally	•	•	•	•		•	•	•												
		•		•	•					•	•	•					•			
Learn rhymes and poems	•	•				•														
					•															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Reading	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Self-select books from classroom and school library	•	•			•	•	•													
Recognize letters of the alphabet	•	•			•	•		•												
Sign cards and letters in manuscript									•											
Develop fluency in writing by conversing during work and play	•	•	•		•	•	•	•	•											
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Listen to stories and poems in extended language patterns	•	•			•	•	•	•												
Listen to multi-ethnic multi-racial literature including folk and fairy tales	•	•			•			•												
Deliver a simple message or give directions	•	•	•			•	•	•	•						•				•	•
Comprehension skill: Sequential Order	•	•	•					•	•											
	•	•			•		•	•							•					
Demonstrate improved small muscle control							•		•											
	•	•	•	•		•	•			•		•						•	•	•
Listen to news articles,read aloud and identify who, what where, and when								•												
		•			•															
Expand vocabulary and concept development through listening to literature	•	•				•		•												
					•					•										
Demonstrate acquisition of beginning sight vocabulary									•											
Recognize fantasy and reality on T.V. and in film																				
Participate in auditory and visual discrimination exercises	•	•				•														
		•																		
Understand and use initial consonants with one sound	•	•																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Reading	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Write simple labels and sign									•				*							
Recall events and stories in sequence	•	• *			*			•	•											
Respond to stories through dramatization, roleplay, and interpretive movement	•				*	•	•	•									*			
Comprehension skill: Cause and Effect	• *					•	• *		*						*			*		*
Refine ability to distinguish similarities and differences in letters, words, and sounds	•								•											
Understand simple figurative language								•	•											
Deliver a simple oral report based on literature heard or experienced	*	•				•	• *	•	*									*	*	*
Comprehension Skill: Predict Possible Outcome	*	•					• *		• *	*					*			*		*
React to books by reading along, discussing and drawing pictures		•			*		•	•	•	*										
Compose and write individual stories		*		*				•	• *	*			*		*		*			
Create paintings and drawings for personal diaries and stories				*				•	•	*										
Understand the necessity for the use of writing							•		• *									*		
Participate in directed reasoning-thinking activity	•	•			•	•	*	•						*				*		
Comprehension skill: Inference	• *	•				•	• *		•									*	*	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Reading	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Acquire sight vocabulary of familiar and important words									•											
Understand the use of capitalization and punctuation									•											
Recognize relationship between written and spoken language		•		•	•			•	•	•		•	•		•		•			
Participate in language expansion activities e.g.choral speaking, recitation of poems, puppet play, pantomime	•	•			•	•	•										•			
Listen and respond to a simple story using literal,inferential and critical comprehension skills		•			•	•				•										
Understand concept of words and recognize the order within a sentence to give meaning		•							•											
Develop an expanded experiential vocabulary							•		•											
Math																				
Recognize directional and positional concepts			•	•																
Sort and classify concrete objects			•					•	•					•				•		
Match simple shapes	•	•	•			•											•			
Recognize one-to-one relationship	•		•																	
	•													•				•		
Explain space through dramatic play																				
Duplicate patterns	•			•			•													
				•		•		•				•				•				
Recognize circle, rectangle, square, and triangle	•	•				•														
		•	•										•				•			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Math	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Compare sizes of objects	•	•	•			•	•	•			•							•		
Arrange shapes in sizes of sequence								•												
Describe, build and select sets to nine	•	•																		
Count by ones to ten	•		•			•								•						
Reproduce and continue a pattern of sets to nine						•		•												
Select and arrange sets	•	•			•			•												
Determine cardinal number sets 1-9	•	•																		
Recognize half as one of two equal parts	•			•										•				•		
Compare units of time: *day *week						•														
Identify equivalent and non-equivalent sets to nine			•																	
Recognize spatial relationships				•							•									
Read numbers 1-5	•	•	•											•						
Dramatize number situations														•						
Understand and order -before, after, and between for patterns	•	•	•			•		•										•	•	
Use language to compare: position, order, size, quantity	• •	•	• •	•			•	•										•		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Summer Camp Themes: represented by *

Math	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Read and visually sequence numbers 1-9		•	•			•														
Understand order: before, after, between for number sequences		•	•			•														
			*			*		*						*				*		
Recognize tools of measurement: calendar, clock, measuring devices		•					•			•										
																		*		
Recognize thermometer as a means of measuring temperature																				
Read and write numbers one to five	•	•	•	•	•	•														
Match numbers to pictures and objects	•	•	•	•	•	•														
														*						
Divide a region into two equal parts				•	•															
												*								
Relate temperature to seasons	•	•				•														
Use a balance to compare weight						•														
																		*		
Order sets by number	•	•				•														
Demonstrate joining sets using concrete objects	•	•	•			•														
																*				
Demonstrate separating sets using concrete objects	•	•	•			•														
Use ordinals through fifth		•				•														
Recognize and use language for penny, nickel, and dime		•	•			•														
														*						
Compare value of penny, nickel and dime		•	•			•														
														*						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

	Adult Themes: represented by •																			
Math	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Read simple pictograph	•	•	•	•	•	•														
Read and write numbers sequentially one to nine		•	•			•														
Recognize quarter as one of four equal parts			•	•										•						
Use the tools of measurement: clock, calendar, other measuring devices	•	•				•												•		
Demonstrate pictorially the counting and joining of objects	•	•	•	•		•														
Science																				
Observe seasonal changes that occur in plants	•	•				•	•													
Begin to communicate observations	•	•				•	•											•	•	•
Experience using the senses of taste, smell, hearing, touch, and sight	•					•	•												•	•
Classify and sort material objects	•					•	•									•				
Describe properties of material objects	•					•	•		•											
Describe similarities and differences among a variety of objects	•					•	•	•	•											
Observe and describe characteristics of animals	•					•	•			•							•			
Observe seasonal changes that occur in animals	•					•	•													
Recognize different living things need different environments for living						•	•			•							•			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Science	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Care for pet animals							•										•			
Classify objects as living or non-living	•					•	•													
Distinguish between moving and non-moving objects	•					•	•													
Observe and examine how objects can affect another object from a distance, such as a magnet	•						•													
Describe properties of air and water						•	•													
Distinguish between floating and non-floating objects	•					•	•		•											
Identify seeds and plants						•	•													
Plant seed, care for, observe, compare and classify classroom plans							•													
Compare, count, and measure objects			•			•	•	•			•					•		•		
Order events according to time sequence	•	•					•								•					
Scientific experiences using basic process skills: observing, communicating, classifying, using numbers							• •			•								•	•	
Social Studies																				
Identify and locate areas in the immediate environment of classroom, school, neighborhood						•														
Recognize importance of name to one's identity		•						•	•		•									
Begin to recognize street address								•	•											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identify places and people in the neighborhood who provide goods and services	•					•														
Recognize the American flag as a symbol of our nation	•																			
Understand the importance of rules for group behavior	*		*	*	*	*	*	•					*	*			*			*
Understand the basics of human interaction			*			*		•	•	•				*						*
Apply problem solving to cooperation and conflict	*		*		*			•	•											*
Offer, accept and request sharing	*		*	*	*	*		•	•	•										
Identify and share various cultural experiences					*			•	•											*
Develop body and sensory awareness	*					•	•	•		•	*								*	*
Use senses to make contact with the environment	•								•	•	•		•						*	*
Recognize each person is special and important		*						•		•	*									*
Demonstrate satisfaction and acceptance of self		*						•		•	*									*
Acquire an emotional vocabulary		*			*	•		•	•	•										*
Recognize emotions on other		*			*	•		•	•	•										*
Verbally express feelings		*			*	•		•	•	•										*
State home address								•	•											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

20

Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identify various types of families	•	•			•	•		•												
Differentiate and describe the functions of families		•			•	•		•												
Understand role as a participating member of a family					•	•		•			•									
Name different types of urban transportation					•	•														
Develop awareness of surrounding communities and services						•														
Identify interpersonal problems, learn alternative solutions and consequential thinking skills	•		•	•	•			•	•	•										•
Identify Philadelphia as a city of residence								•	•											
Recognize Pennsylvania as the state which they reside								•	•											
Recognize an urban setting	•					•														
Become aware that Pennsylvania belongs to a set forming a nation						•														
Recognize the United States as the nation in which they reside						•		•												
Identify personal data: full name, birthday/age, complete address, telephone number, parent's names								•	•											
Recognize the shape of the earth and where they reside						•														
Understand similarities and differences of people all over the world					•	•														•
Appreciate ethnic and cultural diversity					•	•		•												•
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

FIRST GRADE CURRICULUM

Reading /Literature	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10
Genre: Fairy Tales *Hears, reads independently, and responds to literature		•			*	•				
Understands plot in sequence, characters		•			*	•				
Understands main ideas and details		•			*					
Sustained silent reading										
Recognizes parts of a book: title page					*	•				
Follows directions	*	• *	• *	*	• *	*	•	*		
Genre: Real Life Stories, Poetry *Hears, reads independently and responds to literature	•							•		
Draws inferences	•	• *			*	•	•	•		
Recognizes alphabetical order	•	•							•	
Recognizes parts of a book: table of content					*	•				
Matches pictures to captions		• *			*	•		•		
Genre: Historical Stories *Hears, reads independently and responds to literature								•		
Understands plot, character, setting and sequence		•			*	•				
	1	2	3	4	5	6	7	8	9	10

Summer Camp Themes: represented by *

22

Reading /Literature	Adult Themes: represented by •																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Understands classification, comparison, cause/effect	•	•			•	•	•			•										
Recognizes alphabetical order	•	•				•			•											
Recognizes title page, table of contents					•	•														
Matches pictures to sentences	•	•				•		•	•											
		•			•															
Takes timed test																				
Genre: Animal Stories *Hears, reads independently, and responds to literature					•	•	•													
Understands plot, character setting inference		•				•														
					•															
Makes inferences	•	•				•	•	•												
					•															
Evaluates Material						•														
Alphabetizes words by first letter	•	•				•														
Uses page numbers		•				•														
		•			•															
Genre: Poetry, Biographies *Hears, reads independently and responds to literature									•											
Understands rhyming words, mood, character traits	•	•				•														
					•															
Understands sequence		•																		
		•			•															
Makes picture dictionary	•					•														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

23

Reading/Literature	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10
Uses multiple choice format with vocabulary words										
Genre: Fables, legends *Hears, reads independently and responds to literature		•			*					
Predicts outcomes	•	•			*	•	•			
Genre: Fanciful Tales *Hears, reads independently and responds to literature		•								
Distinguishes between reality and fantasy					*	•				
Draws conclusions	• *	• *			*	•		•		
Becomes familiar with table of contents and index of newspaper						•				
Uses Cloze procedure to comprehend word meaning										
Genre: Legends, plays *Hears, reads independently and response to literature										
Makes evaluations					*	•				
Makes Judgements	•	•			*	•				
Visits school and local library						•				
Practices true/ false questions										
Listens and responds to speech and environmental sounds	•	• *				•	*	•	•	

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Summer Camp Themes: represented by *																				

Oral/Written Composing	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Listens and responds to simple oral directions	• *	• *	• *	• *	*	• *	• *	• *	• *	*	*	*	*	*	*	*	*	*	*	*
Interprets pictures (main ideas, details)	•	• *			*	•		•												
Listens and responds to a variety of poems and fairy tales (draws)	•	•			*	•														
Participates in prewriting activities (makes drawing)	•			*		•	•	•	• *	*										
Dictates as teacher records experiences, stories, rhymes	•	• *				•	•	•	•	*							*			
Makes drawings, prints letters or words in journal							•	•	•											
Copies words from fairy tales or experiences from samples printed by teacher		•							•											
Copies labels for pictures		• *				•			•				*							
Identifies colors, shapes, objects,numbers (classification, comparison)	•	• *	• *	• *	*	*	• *	• *	*	*			*	*		*			*	
Listens and responds to literature (role plays)	•	•			*	•														
Compares fairy tales to real life stories and own experiences	•				*	•		•												
Discusses plot, sequence, characters, experiences		•			*	•														
Participates in prewriting activities (brainstorming)	•	•				•	•	•	•											
Draws, prints in journal	•	•				•	•	•	•											
Dictates experience story (teacher records, children copy)		• *						•	•	*		*					*			*
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Summer Camp Themes: represented by *

Oral/Written Composing	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Classifies pictures in categories and copies labels for pictures as teacher dictates		•				•		•							•					
Listens and responds to historical stories (role play, dramatization)								•												
Makes comparisons in literature and content, discusses cause and effect of actions and events	•	•				•		•												
Tells story in sequence		•						•												
		•			•															
Discusses plot, character, setting, of stories		•				•														
					•															
Gives simple information about home and family						•		•	•											
		•																		
Participates in prewriting activity (mapping)		•				•		•	•											
Participates in language experience activity		•						•	•											
		•								•		•					•			•
Classifies words in categories						•			•											
Takes dictation								•	•											
Composes with class and teacher sentences that contain complete thoughts		•				•		•	•											
		•																		
Listens and responds to animal stories (puppetry)							•													
						•				•							•			
Retells story in sequence		•						•												
		•			•															
Discusses inferences pictures, stories		•				•		•												
		•			•															
Speaks in sentences	•	•				•	•	•	•											
		•			•					•							•			•
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Oral/Written Composing	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Participates in prewriting activity (circle graphing)						•														
Becomes aware of steps in the writing process		•			•				•	•							•			•
Copies story, poem from sample		•			•	•			•	•							•			•
Composes own sentences on a single subject		•			•				•	•							•			•
Composes rhymes	•	•							•											
Listens and responds to literature (flannel board)																				
Identifies rhyming words in poetry	•					•														
Compares people in biographies (age, sex, race, activities)																				
Discusses mood of poems, character traits in biographies Discusses inferences, sequences in literature and content					•	•														
Participates in prewriting activity (fact storming)		•				•		•	•											
Shares experiences	•	•				•	•	•		•							•			•
Writes 2 or 3 sentences on a single subject										•										
Listens and responds to fanciful tales and other literature (drawing or writing)						•														
Discusses reality and fantasy in stories, films: draws conclusions																				
Listens to a news article read and discusses who,what, where, when								•												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Oral/Written Composing	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Participates in prewriting activities (memory chain)	•	•				•		•	•											
		•																		
Writes in expanded sentences on a single subject									•											
Listens and responds to literature (singing, dancing)	•	•				•														
Discusses own evaluation of literature						•														
Makes judgements about ideas from content areas, literature, film, cartoon,or news		•				•														
					•															
Participates in prewriting activities (variety)		•					•		•	•										
			•							•								•		•
Exhibits classroom courtesy	•	•	•	•	•	•	•	•	•	•										
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Analysis																				
Recognizes key words from listening to literature and content area lessons	•								•											
Recognizes sight vocabulary, in context, from basals and other sources	•	•							•											
Recognizes letters of the alphabet	•	•				•			•											
Recognizes initial consonants (in context)	•				•			•												
Spells some sight words								•												
Learns formation of manuscript letters	•								•											
Prints first name in manuscript																				
Begins to be aware of standard English through listening to literature, composing/dictating, listening to teacher, taking part in discussions	•	•	•	•	•	•	•	•	•	•										
		•			•		•		•	•	•		•	•		•	•	•	•	•
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Language Analysis	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Recognizes key words from literature and content area lessons	•								•											
Recognizes initial and final consonants (in context)	•								•											
Learns formation of manuscript letters	•								•											
Prints first name in manuscript	•							•	•											
Recognizes CVC in context	•								•											
Uses CVC spelling pattern	•								•											
Prints first and last name in manuscript								•	•											
Uses capitals to begin sentences		•				•		•	•											
		•									•		•							•
Uses end punctuation		•				•		•	•											
		•									•		•							•
Becomes more aware of standard English	•	•				•	•	•	•	•										
		•			•		•		•	•	•		•	•		•	•	•	•	•
Recognizes initial, middle, final consonants, in context	•	•				•			•											
Recognizes CVC, CVCE,CVVC, in context	•	•																		
Recognizes inflectional endings, s, ed	•									•										
Spells sight words		•								•										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Language Analysis	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Uses CVCE, CVVC spelling pattern	•								•											
Prints legibly in manuscript	•								•											
Uses capitals to begin sentences, for I and names	•								•											
Arranges paper correctly									•											
Recognizes/uses rhyming words	•						•			•										
Reads words with CVC, CVCE, CVVC, CCVC, in context	•									•										
Learns use of plurals (boy,boys)	•									•										
Uses CCVC spelling patterns	•									•										
Uses end punctuation, comma in series	•									•										
Learns inflectional endings, s, ed	•								•											
Uses spelling patterns previously presented	•								•											
Learns use of plurals (box, boxes)	•					•			•											
Uses capitals, end punctuation, comma in series	•					•			•											
Uses apostrophe for contractions	•								•											
Reads words with CVC, CVCE, CVVC, CCVC, CVCC in context	•								•											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Language Analysis	Adult Themes: represented by •																				
	1	2	3	4	5	6	7	8	9	10											
Learns inflectional endings, s,es,ed,ing	•					•			•												
Learns use of irregular plurals (man,men)						•			•												
Uses previously presented spelling patterns	•								•												
Uses capitals, end punctuation, comma, apostrophe						•			•												
Recognizes and uses compound words	•					•			•												
Reviews decoding skills in context	•	•							•												
Reviews word attack skills in context	•	•							•												
Reviews previously taught skills									•												
Social Studies																					
Describes the shape of the earth						•															
Identifies the globe as a model of the earth						•															
Distinguishes land and water areas on a globe	•					•															
Identify continents						•															
Recognize the continents of North America and Africa by shape*						•															
Identifies the South Pole as the place farthest north on earth						•															
Identifies the South Pole as the place farthest south on earth						•															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	Summer Camp Themes: represented by *																				

Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identifies the equator as an imaginary line that circles the earth						•														
Recognizes the equator divides the earth in half						•														
Recognizes differences between maps and globes						•														
Identifies Pennsylvania as the state in which they live						•		•	•											
Identifies Philadelphia as the city in which they live						•		•	•											
Names the street on which they live						•		•	•											
Identifies the function of schools						•														
Identifies the terms map and map symbols						•														
Makes a picture map of the classroom						•														
Identifies the terms location, direction, and distance						•														
Defines the word *responsibility*	•		•	•	•	• •		•		•										•
Gives examples of individual responsibilities in school	•		•	•	•	• •		•		•										•
Charts their own responsibilities and levels of school achievement						•		•												
Identifies the eyes as the sensory organs that allows to see					•	•	•												•	
Identifies properties of objects that can be seen						•	•												•	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identifies the ear as the sensory organ that allows us to hear						•	•												•	
Listens and responds to environmental sound	•					•	•												•	
Identifies traffic signs and their purpose	•	•				•														
Identifies the mouth and tongue as the major organs that help us taste					•	•	•												•	
Identifies uses of the sense of taste						•	•												•	
Identifies the nose as the sensory organ that enables us to smell						•	•												•	
Identifies odors that warn us of danger					•	•	•												•	
Identifies the hands, feet, and skin as parts of the body that help us feel through a sense of touch					•	•	•												•	
States their full names		•						•	•		•		•							
Tells how they were named								•												
Identifies similarities and differences in people, e.g. skin color hair facial feature	•					•		•												•
Identifies physiological similarities that define humans							•													
Recognize themselves as unique individuals with dignity and worth		•				•		•			•									
Identifies several emotions	•	•				•	•	•	•											•
Explains how an emotion can be displayed in various ways	•	•	•		•	•		•												•
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Social Studies	Adult Themes: represented by • 1	2	3	4	5	6	7	8	9	10
Relates emotions to different situations		• *	*	*	*	• *		•		
Examines changes that occur with growth		•			• *	•	•			
Explains how dependency can lessen as maturity develops		•			• *	•				
Classifies pictures of students according to age		• *				•				
Associates age classifications with individual capabilities		• *				•				
Identifies various ways that families celebrate holidays						•		•		
Names one celebration of another culture, e.g., Kwanza						•		•		
Defines a group						•		•		
Identifies three or more groups to which they belong						•		•		
Explains how it is possible to belong to more than one group at the same time						•		•		
Defines the term *family*		•				•		•		
Identifies their own family (including ancestors)								•		
Identifies Africa as the first homeland of African Americans*						•		•		
States names of family members		•				•		•		
Names three different family structures						•		•		

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Summer Camp Themes: represented by *

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Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identifies differences and similarities among family groups						•		•												
Identifies the work responsibilities necessary in a family						•		•												
Describes the importance of their roles as family members						•		•												
States why rules are needed	•		•	•	•	• •		•												•
Identifies at least four family rules	•		•	•	•	• •		•												
Develops rules for dealing with strangers					•	•		•												
Develops their own definition of a neighborhood after constructing a model						•														
Demonstrates an understanding of cardinal directions	•					•														
Classifies goods and services as wants or needs						•														
Identifies workers they see in the neighborhood						•														
Identifies jobs that support the health, safety and welfare of the neighborhood						•														
Defines services as jobs that help other people						•														
Defines goods as things people make						•														
Names at least five workers who make goods						•														
Names at least five workers who provide services						•														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Examines types of jobs						•														
Relates their current skills and interests to jobs in the neighborhood/community						•														
Defines the terms *neighbor* and *friend*						•														
Evaluates caring and sharing as aspects of friendship						•														
Identifies ways to improve conditions in the neighborhood						•														
Identifies ways neighbors help each other						•														
Defines the term city						•														
States the name of the city in which they live						•		•	•											
Identifies Philadelphia as a collection of neighborhoods						•		•												
Identifies the Mayor as the elected leader of the city						•														
Identifies the present Mayor of Philadelphia						•														
Defines *Transportation*						•														
Identifies the different modes of transportation used in Philadelphia						•														
Describes the function of various vehicles	•				•	•														
Identifies vehicles seen in Philadelphia and other large cities						•														
Demonstrates an understanding of how vehicles are used						•														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Distinguishes between and classifies different types of vehicles	•				•	•														
Identifies various ethnic groups that live in Philadelphia						•														
Names their own ethnic group																				
Identifies places in Philadelphia where people can relax and enjoy themselves						•														
Identifies Philadelphia as one of many cities in the world						•														
Identifies at least two similarities and two differences between students who live in Philadelphia and those in cities of other countries						•														
Identifies the shape and location of Philadelphia on a map of Pennsylvania						•														
Recognizes a farm					•	•		•							•					
Identifies Pennsylvania as a state where food is grown						•														
Identifies natural resources in Pennsylvania						•														
Distinguishes between natural and human -made features	•					•														
Identifies Pennsylvania on a map of the United States						•		•												
Defines a region as a group of states that have something in common						•														
Identifies symbols that represent our nation						•														
Identifies famous Americans and their contributions						•														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Social Studies	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Matches pictures of famous Americans to their likeness on coins and bills			•			•														
Explains the relationship between the rotation of Earth and why we have day and night						•														
Distinguishes between the two meanings of day						•														
Identifies the time of day that various activities take place	•					•														
ART																				
Express ideas in visual form	•	•	•	•		•	•	•	•											
		•		•			•			•	•	•	•			•	•			
Develop confidence in their expressive ability	•	•				•	•	•	•											
		•		•			•			•	•	•			•	•				
Establish the making of pictures as a joyous experience		•				•	•	•												
		•		•						•	•	•				•	•			
Make pictures from various media		•				•		•												
	•	•		•			•			•	•	•	•			•	•			
Become aware of the differences in media	•	•				•		•												
	•	•		•			•			•	•	•	•			•	•			
Develop increasing ability with large brushes and tempera paint on large paper	•								•											
				•					•											
Learn what print is	•								•											
				•					•											
Recognize that printing permits repetition of the same shape	•								•											
				•					•											
Make direct prints with sticks, spools and sponges	•								•											
				•					•											
Create informal designs by repeating prints	•	•				•														
				•																
Thread a needle																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Art	Adult Themes: represented by *																			
	1	2	3	4	5	6	7	8	9	10										
Use a running stitch	*	*																		
Sew along a line		*																		
Develop a general vocabulary and an art vocabulary				*						*			*				*			
Use a variety of skills and materials to serve a practical need	*	*	*	*	*	*	*	*	*	*										
				*			*			*			*				*	*	*	
Develop a concept of stage actors, scenery																	*			
Make puppets which represent characters		*				*	*	*												
Improve stage and scenery																				
Make simple costume parts for children as actors		*				*		*									*			
Gain confidence in the use of imagination through dramatic play		*				*											*			
Identify themselves with the world of art by creating their own art expressions						*		*			*		*			*	*			
Have contact with works of great art																				
Be aware of beauty in art, in nature, and in their surroundings	*					*	*			*						*				
Understand and appreciate their art work,that of their peers and others through participation in classroom,school and citywide exhibitions	*			*		*	*			*	*	*	*			*	*			
Use tools properly	*	*	*	*		*	*			*	*	*	*			*	*			
Glue scrap wood or scrap cardboard pieces to a base either as a relief or three-dimensional construction							*						*			*	*			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

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Art	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Decorate the product with tempera, acrylic, or paper collage												•				•				
Identify by name red,yellow,blue,orange, green,purple,black,white,and brown	•	•		•		•	•			•	•					•	•			
Use color freely in making both realistic and non-objective pictures	•	•		•		•				•						•				
Do three-dimensional as well as two-dimensional work (See Strands, Construction Modeling, Paper Construction)							•					•				•				
Identify lines as differing from shapes	•			•		•					•									
Recognize and use repetition of shapes and colors, especially in printings processes	•	•		•		•				•	•									
Work with pliable three-dimensional materials							•					•				•				
Create animals and figures in the round							•					•				•				
Join clay so it will hold together	•																			
Give a painted finish to clay which is not to be fired																				
Fold paper correctly	•	•									•									
Cut simple forms from folded paper	•	•										•					•			
Tear and cut paper into shapes and make arrangements	•	•									•					•				
Handle scissors with safety and confidence	•	•				•	•		•			•				•	•			
Use paste with paper	•	•				•	•		•			•				•	•			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Science	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Demonstrate knowledge of the five senses	•				•	•	•												•	
Use senses to observe and describe the properties of objects	•					•	•												•	•
Identify the following colors: red,blue, green,orange,yellow,purple,brown, black, and white	•	•		•		•	•			•	•									
Identify and construct the following shapes: circle,square,rectangle,triangle, ellipse,diamond	•	•				•	•						•				•			
Identify and demonstrate object size, such as big,small,thin,fat,large,short,tall	•	•		•		•			•							•	•			
Identify the textures of objects using the sense of touch, such as rough, smooth, bumpy	•					•	•									•			•	•
Identify objects by their odors only,such as onions,apples,potatoes,oranges,vinegar Identify a variety of materials and properties in one object such as in a pencil, shoe,shoelace,deck,chair,clock	•					•	•		•					•						
Identify and demonstrate sources of various sounds such as running water, ringing telephone or doorbell	•					•	•													
Identify objects made of a variety of materials,such as wood,plastic,wax, rubber,metal,shells,rocks,glass						•	•		•					•				•		
Use senses to classify objects	•					•	•												•	•
Sort objects according to:color,shape, texture,size,material	•	•				•	•	•	•				•			•				
Sort objects according to type of material: wood,plastic,metal,rock,shell,glass, rubber,wax	•					•	•		•				•			•				
Sort objects by opposite property,such as: round objects versus objects with points; objects made of one material versus objects made of more than one material; objects that sink or float	•		•			•	•		•			•								
Demonstrate knowledge of space/time relationships		•			•	•	•					•			•	•				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Summer Camp Themes: represented by *

Science	Adult Themes: represented by •																			
	1	2	3	4	5	6	7	8	9	10										
Locate position of objects using the proper vocabulary,such as under,over,above, below,up,down	•	•	*			• *		*	*											
Demonstrate movement to the left,right, front,back	•	•	*			• *	•	*					*			*	*			
Compare wood pieces with shavings and sawdust						•	•													
Compare the properties of water as a solid and a liquid	•					•	•													
Arrange objects according to: color (darkest to lightest),size(smallest to largest), texture (smoothest to roughest),weight (lightest to heaviest	•	•				•	•	*											*	
Record observations of weather conditions such as sunny,rainy,cloudy, cold,warm,etc	•					•	•													
Use their senses to identify air as odorless and colorless						•	•													
Identify the changes from summer to fall	•	•				•	•													
Describe changes in temperature from cold to cool to warm to hot	•	•				•	•													
Distinguish the seasons-fall,winter, spring,summer	•	•				•	•													
Describe wind as moving air	•					•	•													
Demonstrate that air moves other objects, such as pinwheels,leaves on trees,and flags	•					•	•													
Demonstrate that air takes up space by filling a balloon,by collecting air in a plastic bag						•	•													
Identify living and non-living objects in the classroom and during neighborhood walks	•					•	•													
Sort pictures of living and non-living things into their proper groups	•					•	•													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Summer Camp Themes: represented by *																			

Science	Adult Themes: represented by •																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Identify and sort seeds according to: color, size,shape,texture	•	•				•	•									•					
Identify and sort seeds by two or more properties,such as texture and color, color and shape	•					•	•									•					
Distinguish seeds from artificial objects of similar appearance,such as candy corn, pumpkin seeds,bits of grave,corn,pea pods	•					•	•									•					
Demonstrate that germinating seeds need appropriate amounts of the following to grow:light,moisture,temp.,nutrition							•														
Measure and graph height during the growth of plants		•				•	•														
Identify parts of a plant as leaf,stem,and the root						•	•														
Identify the seeds of some common fruits, such as: berries,peaches,apples, watermelon,tomatoes						•	•														
Identify the seeds of some fruits which are commonly called vegetables,such as bean,pea,cucumber,corn	•					•	•									•					
Identify seeds of other familiar plants such as nuts,weeds,and trees	•					•	•														
Identify the processes of birth,growth, reproduction,and death by observing an aquarium stocked with guppies,platies, pond snails and live plants							•														
Describe the stages of animals that are hatched from eggs,such as birds,turtles and snails		•				•	•										•				
Describe the developmental stages of animals that are born alive, such as puppies are baby dogs,kittens are baby cats,cubs are baby bears, fawns are baby deer.When humans are born, they are called babies; the growth stages are infant,baby toddler, child, teenager, adult		•				•	•										•				
State that a habitat is a place where an organism lives						•	•	•			•							•			
Identify some habitats where animals live,such as ponds,rivers,forest,grassland						•	•			•			•								•
Match animals to their appropriate habitats such a as deer to forest,fish to ponds, squirrels to trees in cities and forest						•	•			•							•				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Summer Camp Themes: represented by *

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